

Society for American Archaeology Annual Meeting

Professional Development Grant Final Report

Dr. Rebecca Wiewel

Department of Behavioral Sciences

Restatement of Professional Enhancement Opportunity

Funding from a Professional Development Grant allowed me to travel to the 2015 Annual Meeting of the Society for American Archaeology in San Francisco, CA. The Society for American Archaeology (SAA) is the largest and most respected organization devoted to the research and protection of archaeological resources in the Americas. It is an international organization whose annual meeting draws attendees with a wide range of expertise from around the world. I was able to present a paper, "Protohistoric Social Dynamics in the Central Arkansas River Valley," in a session devoted to protohistoric and historic archaeology in the New World. This paper was based on my original research conducted near Russellville, an area that has received little attention from professional archaeologists until recently despite its rich record of human activity during the seventeenth century.

Review of Professional Enhancement Opportunity

Participating in the 2015 SAA Annual Meeting was a valuable professional experience. As a junior professor, the networking opportunities were especially useful. Presenting my research at the conference brought my work to the attention of other scholars in the discipline, two of whom requested copies of my work following the conference: Dr. Tim Perttula of Archeological and Environmental Consultants and Texas A & M University and Lauren Zych, a doctoral candidate at the University of Chicago. I was also able to share data with Ms. Zych, who is studying similar processes at archaeological sites near New Orleans.

Additionally, I was able to attend papers on a diverse range of archaeological topics, allowing me to stay current with the latest research in the field. In particular, attending papers on the initial colonization of the Americas, an area in which recent research had dramatically

changed our archaeological understanding of this process, has allowed me to update how I teach this information to my Southeastern Archaeology students in my class this fall.

I was also able to attend a poster session on pedagogy in archaeology in which I was able to talk with other professors who shared their experiences with various course designs and provided new ideas on interactive exercises which I plan to use in my Southeastern Archaeology course and my Cultural Resource Management course (see Appendix 1).

Summary of Experiences

Attending the 2015 Annual Meeting of the Society for American Archaeology allowed me to present my original research, network with colleagues and share data, and enhance my teaching abilities by participating in sessions devoted to pedagogy.

Conclusions

By attending the 2015 SAA Annual Meeting, I was able to increase my professional visibility while also learning about the latest developments in my field. This professional enhancement opportunity proved valuable on multiple fronts. In fact, I am currently putting into practice many of the things I learned at the conference in the classroom here at Tech. I sincerely appreciate the support ATU provides for these kinds of professional activities.

Appendix 1: Teaching Documents Acquired at Meeting

Speed Dating Exercise (courtesy of Dr. Kelly Jenks of Fort Lewis College)

The purpose of this exercise is to help you become familiar with the various absolute and relative dating techniques employed by archaeologists. The class will be split into two groups: materials and methods. Each individual within the material groups will be given an index card describing a particular material from an archaeological site that an archaeologist might want to date. At the same time, each individual within the methods group will be given an index card that identifies an archaeological dating technique. **DO NOT** show anyone else your index card—that spoils the fun!

Once everyone has received a card, the class will have 5 minutes to review their textbook (or internet sources) for information about the various dating methods, how they work, and what substances they can date. After the 5 minutes are up, the speed dating can begin!

Members of materials group will sit on the side of the table(s) that is closest to the windows, and will stay in place throughout the exercise. If possible, try to spread out so that you can hear the person who sits across from you without being distracted by the couple next to you. Members of the methods group each take a seat across the table from a person in the materials group, and will move to the seat on your left when I call time. Each “couple” will have three minutes to converse. If you’re at a loss for words, your index card includes some suggestions for questions that you might ask your partner.

Once all of the “dates” are complete, you will have 10 minutes to seek out your ideal partner and to see whether they agree that you are a good match. **WARNING:** some materials can be dated using multiple methods, and some methods may be applied to multiple materials. You are trying to find the best possible match between a dating method and a material, but there may be several good matches.

After the 10 minutes are up, each “couple” will explain to the class who they are, and why they think they make a good match.

Archaeology Speed Dating Cards (to be used with above exercise)

YOU ARE:

A ponderosa pine door lintel *in situ* within a standing structure at a Pueblo site in New Mexico. The beam is large and unshaped and still has traces of bark.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

YOU ARE:

A burned corn cupule from an early agricultural site in the southeastern U.S.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

YOU ARE:

Oxidized (burned) sediment in a hearth located in a Hohokam village in southern Arizona.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

YOU ARE:

A layer of volcanic ash in which footprints of early human ancestors are preserved.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

YOU ARE:

Deposits of aeolian sand in and around a cluster of stone tools at a small camp in central Texas.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

YOU ARE:

A tooth thought to belong to *Homo erectus*, an early human ancestor. The tooth was recovered from a cave site in China.

SUGGESTED QUESTIONS:

How would you date me?
What kind of work do you do?
What kinds of materials do you like, and why?
Do you prefer organic materials?

Simulation Exercise (courtesy of Dr. Kelly Jenks of Fort Lewis College)

The U.S. government considers archaeological sites to be unique and nonrenewable cultural resources. Thus, laws exist to manage these resources so that present and future generations may continue to have access to and/or knowledge about sites significant to their cultural heritage. But, whose cultural heritage is this, and who decides how these sites should be managed? Rather than providing a simple answer to this complicated question, I will give you the opportunity to learn for yourself what it means to engage diverse members of the public in decisions about how to manage our collective past.

In this exercise, you will participate in a simulated “stakeholder” meeting. Representatives of different interested parties (stakeholders) have been invited to participate in the first of many hour-long meetings hosted by the Bureau of Land Management (BLM) to discuss possible hydraulic fracturing (fracking) activity in an area known to be rich in cultural resources. I will represent the BLM and will serve as the mediator of this meeting, ensuring that each group has the opportunity to speak. Each of you will be assigned to one of the seven groups that will be attending this meeting, and you will be provided with background information about your group. You will have 10 minutes to meet with the other members of your group before the meeting is called to order. Once the meeting begins, each group will have 5 minutes to introduce themselves and to present their opinions and concerns regarding the construction project. Assuming that everyone stays within their allotted time, there should be time to discuss these opinions and concerns before the meeting concludes.

Following the meeting, you will write a 500-word response paper about the activity, and will upload the document on Canvas by the end of the week.

The scenario

Dool Oil and Gas Company (DOGC), a multinational corporation, would like to drill for natural gas in an area of shale deposits southwest of the New Zagros Mountains in the (imaginary) state of Dolorosa. This area includes federal land managed by the Bureau of Land Management (65% of the project area), portions of the Odwalla Indian Reservation (27%), and allotment lands owned by Odwalla tribal members (8%). The company has been working with the Odwalla tribal government on developing the project, and has approached the allottees about leasing their surface and mineral rights. The lands owned by the allottees are adjacent to the Malditos Conejos National Historical Park (MCNHP), a park well known for its archaeological resources, and the park is concerned that this project will have a negative impact on the numerous prehistoric village sites located within the park. Members of the Kaiela tribe, whose small reservation is located northeast of the much larger Odwalla reservation, have also expressed significant concerns about the impact of this project on cultural and natural resources. The project has received considerable news coverage in Springfield, a small city in Dolorosa located adjacent to the Odwalla reservation and near the project area. Some Springfield residents are excited about the employment opportunities and potential for economic development that this project represents; others are concerned about potential negative impacts on the environment, public health, tourism, and cultural resources. The BLM is the lead federal agency on this project and is responsible for granting leases to the minerals on federal lands. As part of this process, they will be putting together an environmental impact statement (EIS), laying out project proposals and alternatives, and conducting meetings about these proposed actions.

*The exercise also includes information on each of the stakeholders (not included here for brevity).

Appendix 2: Documentation of Event

118

Program of the 80th Annual Meeting

Thursday Afternoon, April 16

- 3:15 Guido Pezzarossi—"Under the Volcano": Assemblages, Causality and Volcanic Matter at San Pedro Aguacatepeque, Guatemala
- 3:30 Christopher Watts—Mutable Materials and Gathering Worlds
- 3:45 Lisa Johnson, Arlen Chase and Diane Chase—"Limestone Bars" as Power Objects among the Ancient Maya: A Consideration of Objects as Active Participants in Ritual Practice
- 4:00 Noa Corcoran-Tadd—Slow Thinking: Beyond the Entangled List
- 4:15 Jamie Arjona—Things that Queer: Disorienting Intimacies in Late Nineteenth Century Jooks
- 4:30 Andrew Bauer—The Archaeological Climate: New Materialisms and Ontologies of the Anthropocene
- 4:45 Rosemary Joyce—Discussant

[109] GENERAL SESSION ■ PROTOHISTORIC AND HISTORIC ARCHAEOLOGY IN THE NEW WORLD

Room: Golden Gate 1

Time: 3:15 PM - 5:00 PM

Chair: Paul Eubanks

Participants:

- 3:15 Paul Eubanks and Ian Brown—Salt Production and Economic Specialization at Drake's Salt Works
- 3:30 Jack Rossen—Agriculture and Inter-Village Space in the Ancient Haudenosaunee (Iroquois) World
- 3:45 Sarah Striker—Categorical Identity and Decorative Style in an Ancestral Wendat Sequence
- 4:00 Ashley Dumas—Eighteenth-Century Choctaw Pottery from Fort Tombeche
- 4:15 Rebecca Wiewel—Protohistoric Social Dynamics in the Central Arkansas River Valley
- 4:30 Mallory Melton—Communal Food Processing and Culture Contact: An Analysis of Plant Foods and Architecture in the Protohistoric North Carolina Piedmont
- 4:45 Sandra Katz and Kathleen Allen—Stone Tool-Making at Two Sixteenth Century Cayuga Sites

[110] GENERAL SESSION ■ RESOURCE USE, ENVIRONMENTS, AND LANDSCAPES

Room: Continental Ballroom Parlor 8

Time: 3:15 PM - 5:00 PM

Society for American Archaeology
 SAA 80th Annual Meeting
 San Francisco, CA
 April 15-19, 2015

Registration Confirmation Statement

Statement Date: 11/07/2014 67573949 2015
STS STS

Rebecca Wiewel

Witherspoon Hall 360
 407 West Q Street
 Russellville, AR 72801
 USA

Description	Qty	Unit Price	Amount Due	Amount Paid	Date	Refund Due	Balance Due
General Meeting Registration	1	\$99.00	\$99.00	\$99.00	09/10/2014	\$0.00	\$0.00
Subtotal for Meeting Items:			\$99.00	\$99.00			